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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 6B:
Look and See
Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 6B: Look and See
Home Instructor's Guide: Days 10–18 and Assignment Booklet 6B
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

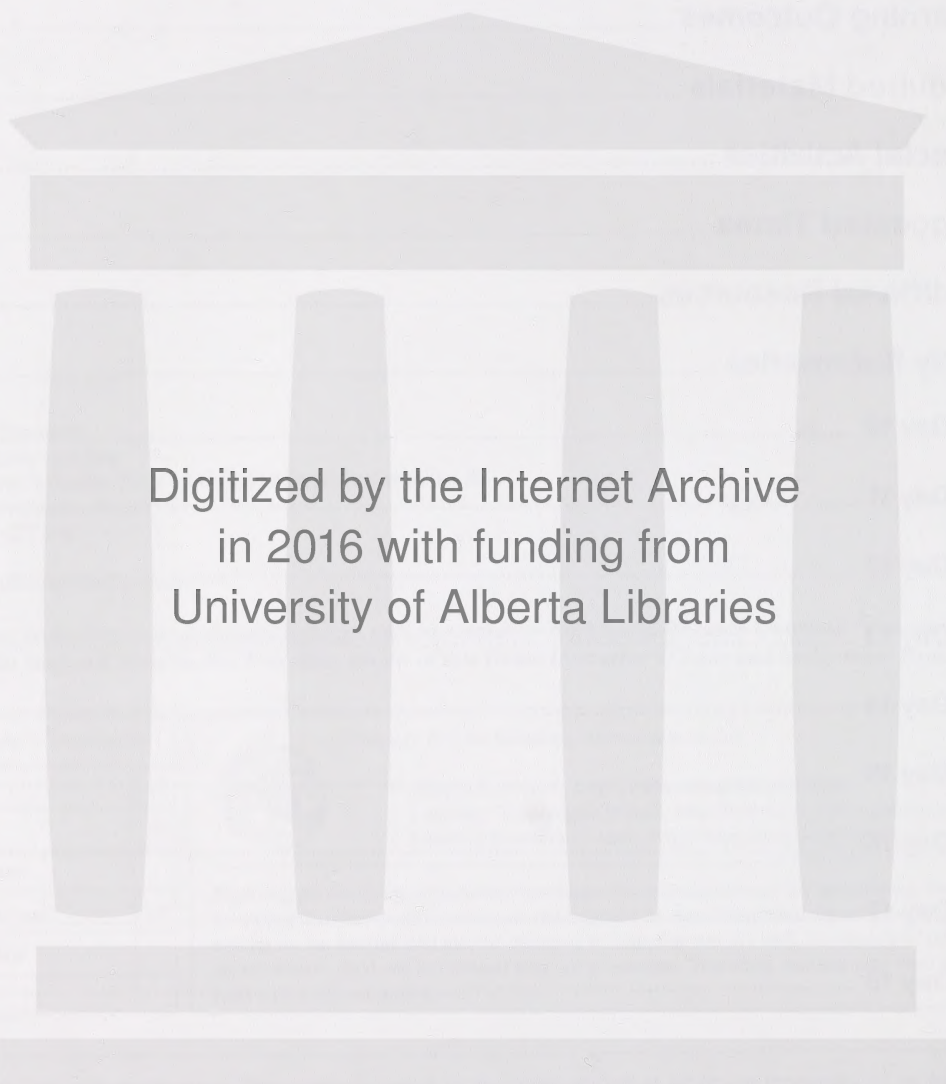
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Module 6B: Look and See

In this module the student continues to focus on the science topic Hearing and Sound. The student examines musical instruments to learn more about how pitch can be varied. Hearing impairment is also explored. In social studies, the student finds out about ways that people change the world through their actions and ideas. Language skills focus on writing techniques. The student writes a recount and a fiction story.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this module include

- demonstrating ways that sound is created
- identifying examples of vibration
- recognizing that sound is a result of vibration
- recognizing that sound travels through air, liquids, and solids
- understanding that pitch is a result of differences in the rate of vibration
- using sound-producing devices to demonstrate methods for controlling loudness and pitch
- recognizing that sounds can be pleasant or unpleasant
- explaining the role that sound plays in communication
- constructing and evaluating different sound-amplifying devices
- constructing and testing a soundproofing device
- comparing the range of human hearing to that of animals

Social studies outcomes include

- using cardinal and intermediate directions
- using a map to locate places
- applying the concepts of relative location
- analyzing how land sustains communities
- discussing how aspects of daily life differ in global communities
- recognizing that contributions of individuals make a difference in the world
- demonstrating an understanding and appreciation of how geographic, social, cultural, and linguistic factors affect quality of life in world communities
- identifying jobs and recreational activities in world communities

English language arts outcomes include

- applying word-analysis strategies to segment words into syllables
- reading silently with accuracy and confidence
- using syntactic (context) and pictorial clues
- identifying how authors use comparisons and explaining how they create mental images
- recognizing examples of poetic effects
- developing listening skills
- choosing words and language patterns to create desired effects
- finding information to answer questions
- using sentence variety to link ideas and create impressions
- adding sufficient detail to tell about characters and setting and to maintain plot
- learning proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work
- choosing and using texts from a variety of cultural traditions and genres
- summarizing text
- using keyboarding skills to compose, revise, and print text
- understanding and using vocabulary associated with keyboarding and word processing

Before beginning this module, borrow library books for shared reading and silent reading. Choose a variety of fiction and non-fiction books, articles, and anthologies. Some relevant topics include hearing impairment, sign language, musical instruments, Cambodia, Morocco, and talents. This would also be a good time to introduce a biography written at your student's level.

To develop spelling and reading skills in this module, phonics and spelling activities focus on vowel diphthongs.

Music

A study of classical music and orchestral music would support the learning in this module. You may be able to find children's books and audiotapes, CDs, DVDs, and websites that introduce instruments and explain orchestral music. Introduce the instruments in the orchestra and listen to selections performed by individual instruments. Ask the student to identify individual instruments in a selection or to identify wind instruments, percussion instruments, and string instruments.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended.

Technology

The student should be given an opportunity to use keyboarding skills to compose, revise, and print a story. Be sure that your student understands and can use common computer tools, such as spell check and font selection. Proper keyboarding techniques should be taught to students. There are many suitable programs available to teach keyboarding and mouse skills. The student should also be introduced to the vocabulary associated with keyboarding and word processing.

One assignment in this module is included to help teach these skills; however, your student may use a computer for any writing assignments.

Required Materials

The student will need the following items for Module 6B:

- Module 6B Student Module Booklet
- Module 6B Assignment Booklet
- *Collections: Super Senses!*
- *Grade Three Thematic Audio CD*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- atlas
- Writing Folder
- Art Folder
- drinking straws
- shoe box; long, thin rubber bands; long, thick rubber bands; poster board
- tin cans of three different sizes, cardboard tubes, balloons, sticks or wooden spoons for drumsticks
- two small funnels, plastic tubing
- a few pennies; two small plastic containers, such as a film canister, a pill bottle, or a yogurt container
- assorted materials suitable for soundproofing, such as cotton balls, foam chips, rubber bands, newspaper, plastic bags, bubble wrap, wire, cardboard, and a small ticking clock
- two small pieces of wood or wooden blocks

Special Activities

Research

Day 11: Research a person who has made a difference in the world.

Experiments and Science Activities

Day 10: Panpipes are constructed.

Day 12: A shoebox guitar is constructed.

Day 13: An assortment of drums is created.

Day 15: Sound-amplifying devices are constructed and tested.

Day 16: Soundproofing materials are tested, and a soundproofing device is created.

Day 17: Reflected sound waves are studied.

Technology

Day 17: A fiction story is written using a word-processing program.

Day 18: A fiction story is edited and revised using a word-processing program.

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your local librarian may be able to suggest additional or alternative books.

Fiction: Short Stories and Picture Books

Handtalk Zoo, George Ancona

The Little Ships: The Heroic Rescue at Dunkirk in World War II, Louise Borden

Singing Sam, Clyde Robert Bulla

Meet the Orchestra, Ann Hayes

Mama Don't Allow, Thatcher Hurd

Dad and Me in the Morning, Patricia Lakin

Words in Our Hands, Ada B. Litchfield

Moses Goes to School, Isaac Millman
Zin! Zin! Zin!: A Violin, Lloyd Moss
I Have a Sister, My Sister Is Deaf, Jeanne Whitehouse Peterson
Music, Music for Everyone, Vera B. Williams

Fiction: Novels

One TV Blasting and a Pig Outdoors, Deborah Abbott and Henry Kisor
Secret in the Dorm Attic, Jean Andrews
Going with the Flow, Claire H. Blatchford
Lisa and Her Soundless World, Edna S. Levine
Abigail's Drum, John A. Minahan
Come Sing, Jimmy Jo, Katherine Paterson

Biographies

A Picture Book of Helen Keller, David A. Adler
A World of Knowing: A Story About Thomas Hopkins Gallaudet, Alexandria Russell Bowen
Mandela: From the Life of the South African Statesman, Floyd Cooper
Helen Keller: Toward the Light, Stewart Graff
Faithful Friend: The Story of Florence Nightingale, Beatrice Siegel

Non-Fiction

You Don't Need Words! A Book About Ways That People Talk Without Words, Ruth Belov Gross
You Can Learn Sign Language! More Than 300 Words in Pictures, Jackie Kramer and Tali Ovadia
A Button in Her Ear, Ada B. Litchfield
Handtalk School, Mary Beth Miller and George Ancona
Koko's Story, Dr. Francine Patterson
More Simple Signs, Cindy Wheeler

Audio CD

The Story of the Orchestra: Listen While You Learn About the Instruments, the Music, and the Composers Who Wrote the Music!, Robert T. Levine

Internet

Try searching using the topic words *American Sign Language*, *hearing*, *hearing impairment*, *Cambodia*, *Morocco*, *musical instruments*, or *orchestra*.

The following websites may be available or try searching for the titles:

- *Alberta Education, Physical Education Online*
<http://www.education.gov.ab.ca/physicaleducationonline/>
- *American Sign Language Dictionary*
<http://www.kisa.ca/asldict.html>
- *ASL Fingerspelling Quiz*
<http://asl.ms>

- *A Cambodian Family Journey*
<http://www.geocities.com/cambodianjourney/index.html>
- *Go Cambodia*
<http://www.gocambodia.com>
- *Learn About Instruments*
<http://www.datadragon.com/education/instruments>
- *Lesson Tutor*
<http://www.lessonstutor.com/eesASLdictionarylinks.html>
- *Music Mania*
<http://www.quia.com/rr/4048.html>

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 10

Learning Outcomes

The day begins with a discussion of the student's favourite types of music. The definitions of music are explored. A story set in Morocco is read and comprehension questions are answered. The student practises determining meaning from context. The pre-test introduces the spelling words for the module. Vowel diphthongs are introduced, and lowercase letters are reviewed in handwriting. Percussion, string, and wind instruments are discussed. The student constructs panpipes and investigates pitch.

Materials You Need Today

- ten drinking straws

Getting Started

The day begins with a discussion about the types of music the student enjoys. A dictionary meaning for *music* is found, and some facts about music are introduced.

“Dava’s Talent”

If necessary, discuss the meaning of the word *talent*. The student writes about a talent that he or she has.

The student reads the story “Dava’s Talent” and answers questions about the story.

The student reviews using context and picture clues to predict the meaning of unfamiliar words.

Assist the student with determining meanings for *djellabah*, *staff*, and *sheepcote* from context in the story “Dava’s Talent.” A djellabah is a long, loose-fitting robe with sleeves, worn especially in North African countries. A staff is a large, heavy stick. A sheepcote is a pen for holding sheep.

In Module 6A the student was introduced to self-correcting by using the Suggested Responses. This answer key is now found at the end of each day in the Student Module Booklet. Assist the student in locating and using this self-assessment tool. Your student will need your guidance checking the work that has been completed.

Monitor your student as he or she begins to self-mark the activities. Be sure that the student completes the activities in the Student Module Booklet before looking at the answers. Show the student how to locate each question and how to compare the answers. Explain that the student’s own wording may not be exactly the same as the given answer, but the meaning should be the same. Unless otherwise specified, the student’s answers need not be in complete sentences. Corrections should be made using a different colour of pen.

Spelling

The spelling words for Days 10 to 18 include eight high-frequency words that have vowel diphthongs. A diphthong is a vowel sound made up of two letters blended together to make one vowel sound. Dictate the words when the student is ready to write the spelling pre-test.

Say each word. Say the word in a simple sentence and then repeat the word. These are the spelling words:

- loud
- sound
- around
- about
- brown
- boy
- grew
- coins

Phonics

The vowel diphthongs *oi*, *oy*, *ou*, *ow*, and *ew* are introduced.

Musical Sounds

The student reviews that instruments produce sounds through plucking, striking, and blowing. String instruments, percussion instruments, and wind instruments are explored.

This would be a good time to introduce a music unit on classical music and orchestras. There are several excellent books available to teach students about the instruments in an orchestra. If possible, allow the student to listen to classical music selections and to identify the instruments that are playing. As you and the student listen to music selections, discuss high- and low-pitched sounds and loud and quiet parts in the music.

The student constructs panpipes and experiments with making different sounds.

Day 11

Learning Outcomes

The student recalls information from the story read in Day 10 and rereads the story to locate information about Morocco. The student makes a comparison between his or her daily life and that of the character in the story. The student records the spelling words and selects three challenge words to record in the Writing Dictionary. The study of diphthongs is extended, and lowercase letters are practised in handwriting. The discussion of talents and how people use their talents to make a difference is continued.

Materials You Need Today

- atlas
- books, Internet connection, or encyclopedia (optional)

Getting Started

The student recalls information from the story “Dava’s Talent.”

“Dava’s Talent”

After rereading the story, the student looks for clues to learn more about the country of Morocco. The student finds Morocco on a map of Africa and locates some features in the country.

Life in Morocco

The student learns that the life of children in other countries may be very different than that of a Canadian boy or girl. A list is made of daily activities that the student engages in. The student considers how Dava’s life may be different from his or her own.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student’s written work, assign them as challenge words. Some other words you may want to consider are the following:

- | | | |
|---------------|--------------------|---------------|
| • music | • pitch | • percussion |
| • musician | • orchestra | • amplify |
| • traditional | • deaf | • instruments |
| • talent | • hearing-impaired | • soundproof |

People Make a Difference in the World

The student reviews what he or she has learned about the ways that people make a difference in communities or countries. Some well-known people are mentioned in a short article.

The student is asked to write about a person that has made the world a better place. If the student listens to news, he or she may be able to suggest some people who are making a difference in the world today. Your student may admire a politician, athlete, or artist. Talk about ways that that person has made a difference.

Some students may need coaching in order to think of people who have helped change the world. You may need to discuss and suggest some people that you are familiar with. Other family members may also have suggestions. When the student has chosen an appropriate world figure, he or she can find out more about the person by researching on the Internet, in books, or in an encyclopedia.

Students should begin to be aware of current events by this age. You may wish to draw your student's attention to some influential world figures the next time you watch the news or read a newspaper. Discuss how the person is changing the world. Also, discuss whether you think the change is going to improve or worsen the world situation.

Day 12

Learning Outcomes

The study of sound and hearing continues with a listening challenge activity. The student listens to some musical instruments and a variety of other sounds and identifies each. Spelling words are practised in context. The study of vowel diphthongs continues, and lowercase letters are practised in handwriting. Pitch is investigated as the student constructs a string instrument and explores ways to change the sound it creates.

Materials You Need Today

- shoe box
- long, thin rubber bands
- long, thick rubber bands
- poster board

Getting Started

The day begins with a discussion about a time that the student had to use good listening skills to complete a task or to identify a sound.

How Sharp Are Your Ears?

In the first part of this activity, the student listens to a variety of instrument sounds on the *Grade Three Thematic Audio* CD and identifies the pitch and loudness of the sounds. In the second part of the activity, the student listens to a variety of synthetic and natural sounds and identifies the sounds.

Spelling

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

Dictation Sentences

loud: That loud crash scared me!

sound: What was that sound?

around: Run around the track as fast as you can.

about: What was the book about?

brown: Bring me my brown coat.

boy: Is that boy your brother?

grew: I grew a lot last year.

coins: How many coins do you have?

Physical Education and Health and Life Skills

Check the Alberta Education Physical Education site for ideas for physical learning activities. Go to <http://www.education.gov.ab.ca/physicaleducationonline/>. Choose *Teacher Resources* to find a long list of games and activities that you may be able to adapt to your situation.

Pitch

The student learns more about pitch and how it is measured.

String Instruments

After the student constructs a simple string instrument, ways to vary the loudness and pitch are explored.

Day 13

Learning Outcomes

The day begins with an exploration of deafness in preparation for reading a story about a deaf girl in Kampuchea (now Cambodia) and how she uses her talent for dance. Similes are studied. Spelling words are reviewed, and syllables and vowels are applied to the study of word structure. A variety of percussion instruments is constructed and the sounds produced are investigated.

Materials You Need Today

- tin cans of three different sizes
- cardboard tubes
- balloons
- rubber bands
- sticks or wooden spoons for drumsticks
- metal cookie tin
- masking tape or duct tape

Getting Started

The student imagines what it would be like to live in a silent world. Discuss what it would be like if the student couldn't hear. If you have earplugs, have the student wear them for a while. Earplugs do not block out all sound, but will allow the student to experience not being able to hear well. Discuss the student's experiences.

“Silent Lotus”

After using the title and illustrations to make predictions, the student reads the story independently and completes a reading response activity in the Assignment Booklet. This activity will allow the teacher to assess your student's comprehension skills when reading independently.

The student also learns about similes and how writers use them to create mental images.

Percussion Instruments

The student learns more about percussion instruments to further investigate sound. After creating a variety of drums, the student discovers that the pitch, loudness, and sound quality vary with the shape and size of the drum. The student also discovers that the tightness of the drumhead affects the sound.

Day 14

Learning Outcomes

The student locates, investigates, and learns about Cambodia. The story read the previous day is revisited. Syllabication is practised, and lowercase letters continue to be reviewed in handwriting. The concepts of traditions and customs are applied to Canada and Cambodia.

Materials You Need Today

- resource materials about Cambodia or Internet connection (optional)

Getting Started

The student learns about Cambodia and finds the country on a map of Asia.

Read the following information to your student:

The story about Lotus took place in Cambodia long ago. In those days, Cambodia was called Kampuchea. It was part of the Khmer kingdom. The Khmers came from India and ruled much of southeast Asia. The Khmers built a huge temple in Kampuchea. You can see a picture of the temple ruins on the Day 14 title page in your Student Module Booklet.

Cambodia is not very far from the equator, so its climate is hot. There is a lot of rain from May to October. This time is called the monsoon season. It rains almost every day in the monsoon season.

In the middle of Cambodia, there is a huge lake. During the rainy season, the lake fills up with water and floods the banks. It triples its size during this time. Lotus and her family probably lived on the edge of this lake.

Many of the Cambodian people still live in rural areas. They fish or grow rice. Cambodia produces rice, rubber, corn, vegetables, cashews, tapioca, and garments.

The traditional clothing in Cambodia is the krama. A krama is a rectangular piece of fabric made from cotton. It is tied around the waist or draped over the shoulder. Women wear a skirt called a sampot. Sampots are often made of silk and have colourful patterns with silk or gold threads woven through them.

Traditions and Customs

The student begins this portion of the lesson by reviewing the meaning of traditions or customs. Family traditions are discussed, and the student draws and writes about two family traditions. The student also thinks about the traditions that other people in the community keep.

The student uses the illustrations and information from the story “Silent Lotus” to discover more about the traditions of the Cambodian people. These traditions are compared to the student’s own traditions in an assignment at the end of the lesson.

Day 15

Learning Outcomes

The student discusses his or her knowledge of hearing-impaired people in preparation for reading a recount of a visit to the Alberta School for the Deaf. Sign language and other methods of communication used by the deaf are investigated. The student plans and begins writing a recount. Spelling words are reviewed, and the study of vowel pairs, digraphs, and diphthongs is continued. Cursive lowercase letters continue to be practised. Sound amplification is investigated, and the student constructs some sound amplification devices.

Materials You Need Today

- poster board
- two small funnels
- plastic tubing

Getting Started

The day begins with a discussion about hearing-impaired people. After sharing his or her knowledge of deafness, the student learns ways that deaf people communicate.

“Speaking with Signs”

In the book *Super Senses!*, the student reads a recount of a visit to the Alberta School for the Deaf. The student reads for information and answers questions about the selection.

Recount an Experience

In this activity, the student has a chance to recount a personal experience. The student plans by writing words and phrases about the experience in sequential order. Ways to combine and join sentences are discussed as well. The student then writes a first draft of the assignment. The recount may be composed on a computer. Assist the student with saving the document to be edited next day.

Making Sounds Louder

The student learns about devices that help people hear better or that make sounds louder. After constructing an ear trumpet, a stethoscope, and a megaphone, the student tests them to confirm that they do amplify sounds.

Day 16

Learning Outcomes

The student explores American Sign Language by looking at the signs for the alphabet and for some whole words. The recount started last day is edited and revised. Spelling words are reviewed by signing the words. Soundproofing is investigated, and the student also investigates insulators and conductors.

Materials You Need Today

- several pennies and a small plastic container, such as a film canister, pill bottle, or yogurt container
- assorted materials suitable for soundproofing, such as cotton balls, foam chips, rubber bands, newspaper, plastic bags, bubble wrap, wire, and cardboard
- a clock that ticks

Getting Started

The student reviews some things that he or she learned about sign language on Day 15.

More About Sign Language

The student explores the sign language alphabet and a few other signs. If your student is interested in learning more sign language, the following Internet sites may be helpful:

- *American Sign Language Browser*
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- *ASL Fingerspelling Quiz*
<http://asl.ms>
- *Lesson Tutor*
<http://www.lesstutor.com/eesASLdictionarylinks.html>

Edit and Rewrite

The recount from Day 15 is edited and rewritten. The student is asked to concentrate on putting the events in order and on using a variety of sentence lengths.

The student may choose to write, edit, and print the recount using a word-processing program on the computer. Help the student find the document created last day.

Shh!

In this part of the lesson, the student learns more about soundproofing. A variety of materials are tested to determine which are best for soundproofing. Be sure the student has designed a “fair” test.

The student then designs a device to soundproof a ticking clock. If you do not have a ticking clock, any other small item that makes noise may be used.

Day 17

Learning Outcomes

The day begins with a thorough review of the fiction-writing process. The student selects a story starter and plans and writes a story using a word-processing program on a computer. Spelling words are studied one last time, and the lowercase letters are reviewed in handwriting. The student investigates animal hearing and makes some comparisons. The reflection of sound waves is explored.

Materials You Need Today

- computer with a word-processing program
- two wooden blocks or small pieces of wood
- poster board, tape, clock that ticks

Getting Started

The student reviews what has been taught about writing fiction stories. In an assignment, the student chooses a favourite story from this module and tells how the author applied some of the elements that make good fiction stories. The student also discusses his or her favourite character from the stories.

Your Turn to Write

The student chooses a story starter and applies the story-writing techniques that have been taught. Be sure that the student plans the story before beginning to write. The student may create a chart that outlines the characters, the setting, the main events, and a conclusion. Other options are creating a story map, a triangle outline, or a web to plan the story.

The story should be written on the computer using a word-processing program. If you do not have a computer, most public libraries have computers that are available to the public. You may also arrange to use a computer at a local school.

Your student should learn proper keyboarding techniques. There are many excellent computer programs available to teach keyboarding skills. Be sure that he or she understands how to use basic keys, such as the space bar, the shift key, the backspace key, the tab key, and the arrow keys. Introduce basic terminology by explaining words such as *cursor*, *print*, *font*, *bullets*, *save*, *icons*, and so on. Computer literacy is rapidly becoming an essential skill. Start teaching computer literacy as soon as possible.

When the student has written the story, show him or her how to save the information on a disk. This is a good chance to teach the process of saving and retrieving files.

Animal Hearing

The differences between animal and human hearing are discussed. After reading a table, the student answers questions about animal hearing. The hearing of dolphins, whales, bats, and dogs are discussed.

Echoes

The student conducts two experiments to confirm that sound waves are reflected by (or “bounce off”) objects.

Day 18

Learning Outcomes

The student reviews concepts about sound and discusses the idea of pleasant and unpleasant sounds. After reading some published writing by other students, the student revises and edits the story written last day. The student completes the spelling test for this module and a review of vowel sounds. Hearing and sound are also reviewed with the completion of multiple-choice questions.

Materials You Need Today

- computer with a word-processing program

Getting Started

The day begins with a review of some science concepts that were introduced in this module. The student revisits the idea of pleasant and unpleasant sounds and lists some of each.

Sounds Everywhere

The student reads and discusses two student-written selections from the reader.

Revise and Edit

The computer is used to help the student revise and edit his or her work. If your student is unfamiliar with computers, assist him or her as necessary. The student should learn how to retrieve files, use spell check and grammar check, and print documents.

Spelling

Say each word. Say the word in a sentence and then repeat the word. Also test the student on the challenge words that were decided upon. These are the spelling words:

- | | | |
|----------|---------|---------|
| • loud | • brown | • about |
| • sound | • boy | • coins |
| • around | • grew | |

ASSIGNMENT BOOKLET 6B

Grade Three Thematic
Module 6B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

3

Grade Three

Thematic

Assignment Booklet



Module 6B:
Look and See
Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
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Teacher's Comments

Grade Three Thematic
Module 6B: Look and See
Assignment Booklet 6B
Learning Technologies Branch

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

Look at the letters below. If the letter is made correctly, put a ✓ beside it. If the letter is not made correctly, draw a small arrow to the part that needs to be changed and then explain the error in a few words. Write the letter correctly. The first two are done for you.

a	tail too long	a	n		
b	✓		o		
c			p		
d			q		
e			r		
f			s		
g			t		
h			u		
i			v		
j			w		
k			x		
l			y		
m			z		

Assignment 3

A Person Who Made a Difference

Tell:

- the name of the person
- the country that he or she came from
- what the person did that made a difference

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 395–402

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Assignment 4

What's That Sound?

Listen carefully to "How Sharp Are Your Ears?" on the *Grade Three Thematic Audio* CD while you answer these questions.

1. The first sound was **loud** **quiet**.

2. The sounds of the tuba are

higher-pitched than the flute **lower-pitched than the flute**

the same as the flute

3. The string instrument you hear is a **harp** **violin** **banjo**.

4. The bongo drum makes

a higher-pitched sound than a bass drum **a lower-pitched sound than a bass drum**

the same sound as a base drum

Guess the sounds.

5. _____ 13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____ 16. _____

9. _____ 17. _____

10. _____ 18. _____

11. _____ 19. _____

12. _____ 20. _____

Assignment 5**Reading Response**

Tell about the story "Silent Lotus."

Fill in the following information.

Story Title: _____

Author: _____

Illustrator: _____

Setting: _____

Characters: _____

Story Problem: _____

Solution to the Problem: _____

Assignment 5 continued

Write a short summary to tell about the main events in the story.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Circle one answer.

I **would** **would not** recommend this story to a friend because

Assignment 6

Comparing Traditions

How are the traditions in Cambodia different from the traditions in your community?

Compare the clothing, homes, games, religion, recreation, crafts, or dances of Cambodia to those of your community. Choose two of the traditions to compare. Use the answers from questions 12 to 24 in your Student Module Booklet to help you.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Recounting an Experience

Tell about your visit, trip, or experience. Make up a title too.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment 8

Soundproofing

Abigail is sleeping in her older brother's room. The clock beside her bed is annoying her because it is ticking too loudly. She does not want to move it. Design a method to soundproof this clock so she can get some sleep.

My testable question: How can I soundproof the clock?

My prediction:

I think I could soundproof the clock by _____

Materials: What do you need?

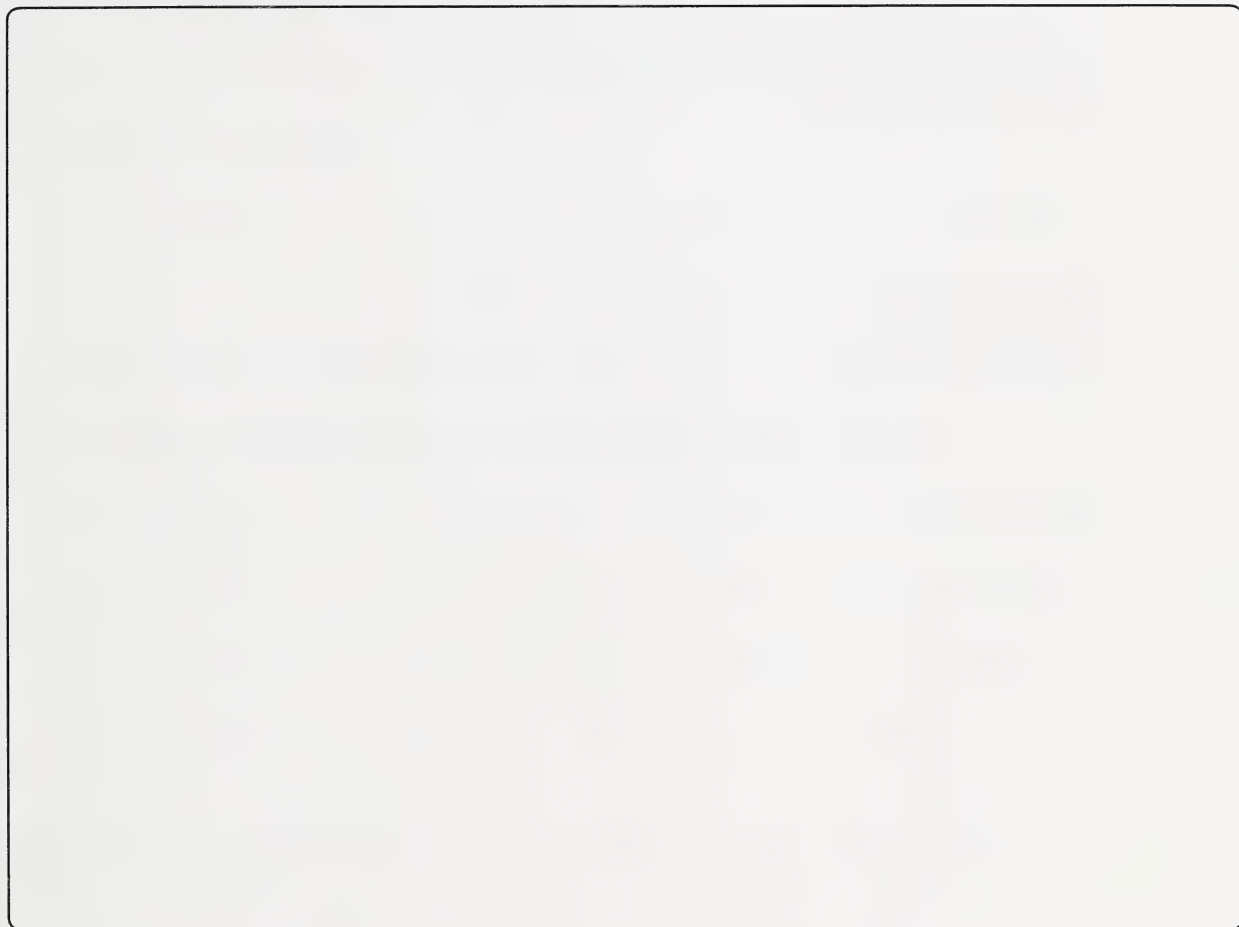
I will use _____

Procedure: What will you do?

Assignment 8 continued

Try your idea.

Draw and label a diagram of what you did.



My observations: Tell what happened.

Assignment 8 continued

My conclusion:

How would you change your device to make it even better?

How can you use what you have learned?

Assignment 9

Favourites

In Module 6 you read “Morning on the Lake,” “Too Much Noise,” “Silent Lotus,” and “Dava’s Talent.”

1. Which story was your favourite?

Tell why you liked it best.

Look at the list in the Getting Started section of Day 17 in the Student Module Booklet.

2. Which elements did the author use best in your favourite story?

Think about the main characters from all the stories you read in Module 6.

3. Which character was your favourite?

Explain why.

Assignment 10 Handwriting

Handwriting

Write all the lowercase letters of the alphabet. Put one letter in each space. If you think you made the letter correctly, put a ✓ in the box after it. If you think that you need to improve it, write the letter again in the space.

[illegible]

Assignment 11**Spelling Test**

Write each word as your home instructor says it.

Assignment 12

Sound and Hearing

Choose the best answer for each question.

1. Sound travels

- ☐ in a straight line
- ☐ in all directions
- ☐ very slowly
- ☐ in a circle

2. Sound is a result of

- ☐ heat
- ☐ cold
- ☐ vibrations
- ☐ water

3. High-pitched sounds are caused by

- ☐ fast vibrations
- ☐ slow vibrations
- ☐ soft sounds
- ☐ loud sounds

4. To make the sound of a drum louder, you should

- ☐ hit it gently
- ☐ stretch the drumhead tighter
- ☐ hit it harder
- ☐ loosen the drumhead

Assignment 12 continued

5. To make a low-pitched sound on panpipes, you should
- ☐ blow into the shortest straw
 - ☐ pluck the straw
 - ☐ hit the straw
 - ☐ blow into the longest straw
6. Sound travels through
- ☐ air
 - ☐ water
 - ☐ solids
 - ☐ all of the above answers
7. The loudness of a sound is measured in
- ☐ hertz
 - ☐ pounds
 - ☐ hours
 - ☐ decibels
8. What part of the ear funnels the sound waves into the ear canal?
- ☐ the anvil
 - ☐ the inner ear
 - ☐ the outer ear
 - ☐ the stirrup
9. One way people can take care of their hearing is by
- ☐ listening to television with the sound turned up more than halfway
 - ☐ using earplugs when they operate loud machinery
 - ☐ living in a noisy area
 - ☐ using ear protectors when they are listening to all sounds

Assignment 12

continued

10. A sound-amplifying device makes sounds

- ☐ quieter
- ☐ louder
- ☐ higher-pitched
- ☐ lower-pitched

11. The best way to make a room soundproof is to

- ☐ use metal walls
- ☐ use cardboard walls
- ☐ build two walls and fill the space between them with foam chips
- ☐ build two walls and fill the space between them with water

12. Which of the following statements tell how bats get around in the dark?

- ☐ Bats have poor hearing.
- ☐ Bats vibrate their wings to help them find their way.
- ☐ Bats have very good eyesight.
- ☐ Bats make high-pitched sounds that bounce off objects.

13. People who can't hear or speak may communicate with others by

- ☐ using sign language
- ☐ reading lips
- ☐ writing messages on special telephones
- ☐ all of the above

Assignment 12 continued

Look at the table below; then answer the questions that follow.

Animal	Range of Hearing
human	20 Hz to 20 000 Hz
dog	20 Hz to 40 000 Hz
bat	10 Hz to 120 000 Hz
robin	250 Hz to 21 000 Hz
grasshopper	100 Hz to 15 000 Hz
dolphin	110 Hz to 130 000 Hz

14. Humans can hear higher-pitched sounds than which animal?

- ☐ the bat
- ☐ the dog
- ☐ the grasshopper
- ☐ the dolphin

15. The lowest-pitched sound that the dolphin can hear is

- ☐ 20 Hz
- ☐ 130 000 Hz
- ☐ 100 Hz
- ☐ 110 Hz

Put a check mark beside the things you can do.

- ☐ I can read and spell words with diphthongs.
- ☐ I can put events in the correct order when writing about an experience.
- ☐ I can tell the difference between high-pitched and low-pitched sounds.
- ☐ I can use context and picture clues to help me read.
- ☐ I can make instruments and sound-amplifying devices.

Student's Comments

What skills have you improved in this module?

What is still difficult for you?

Check **yes** or **not yet** for each item.

The student is able to

- | | | |
|--|------------------------------|----------------------------------|
| • read and spell words with vowel diphthongs | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • plan a fiction story independently | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • retell an experience in writing | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • understand how the land sustains communities | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • recognize that individuals can make a difference in the world | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • understand how animal hearing differs from human hearing | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • plan and write a story using a word-processing program on a computer | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's ability to create and modify sound-producing devices, sound-amplifying devices, and soundproofing devices.

Do you have any questions or comments about this part of the module?

Module 6B

Items to Submit

Check each item as you include it for mailing to the teacher.

☐ **Day 17:** plan for fiction story

☐ **Day 18:** fiction story

☐ **Day 18:** Unit 5 Phonics Checkup (pages 149 and 150 from *Modern Curriculum Press Phonics: Level C*)

☐ **Day 18:** Assignment Booklet 6B